

## CENTRAL ELEMENTARY

608 Johnson Road  
Central, South Carolina 29630

**GRADES** K-5 Elementary School

**ENROLLMENT** 400 Students

**PRINCIPAL** Sue J. Rickman 864-639-2311

**SUPERINTENDENT** Dr. Mendel Stewart 864-855-8150

**BOARD CHAIR** Mr. Dan Sharpe 864-878-3847

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	65	12	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

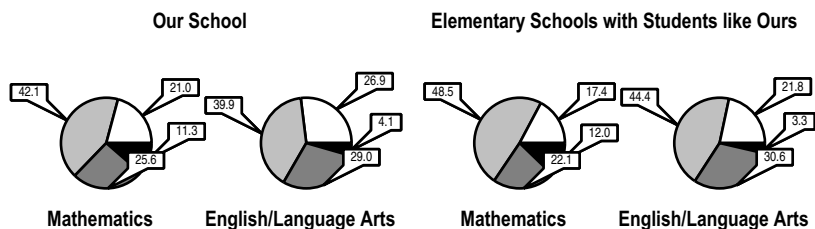
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	32	72	58
Percent satisfied with learning environment	96.9%	90.1%	89.7%
Percent satisfied with social and physical environment	100.0%	90.3%	84.2%
Percent satisfied with home-school relations	90.6%	90.3%	86.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	217	99.1	26.9	39.9	29.0	4.1	33.2	17.6
Gender								
Male	114	99.1	25.7	43.6	25.7	5.0	30.7	17.6
Female	103	99.0	28.3	35.9	32.6	3.3	35.9	17.6
Racial/Ethnic Group								
White	145	99.3	16.4	44.0	33.6	6.0	39.6	17.6
African-American	42	100.0	57.6	36.4	6.1	N/A	6.1	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	22	95.5	50.0	30.0	20.0	N/A	20.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	186	98.9	24.8	36.0	34.2	5.0	39.1	17.6
Disabled	31	100.0	37.5	59.4	3.1	N/A	3.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	217	99.1	26.9	39.9	29.0	4.1	33.2	17.6
English Proficiency								
Limited English proficient	17	94.1	57.1	28.6	14.3	N/A	14.3	17.6
Non-limited English proficient	200	99.5	24.6	40.8	30.2	4.5	34.6	17.6
Socio-Economic Status								
Subsidized meals	113	98.2	43.5	41.3	15.2	N/A	15.2	17.6
Full-pay meals	104	100.0	11.9	38.6	41.6	7.9	49.5	17.6

Mathematics								
All students	217	100.0	21.0	42.1	25.6	11.3	36.9	15.5
Gender								
Male	114	100.0	18.6	43.1	23.5	14.7	38.2	15.5
Female	103	100.0	23.7	40.9	28.0	7.5	35.5	15.5
Racial/Ethnic Group								
White	145	100.0	11.9	41.5	34.1	12.6	46.7	15.5
African-American	42	100.0	51.5	45.5	N/A	3.0	3.0	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	22	100.0	38.1	47.6	14.3	N/A	14.3	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	186	100.0	16.0	42.3	28.8	12.9	41.7	15.5
Disabled	31	100.0	46.9	40.6	9.4	3.1	12.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	217	100.0	21.0	42.1	25.6	11.3	36.9	15.5
English Proficiency								
Limited English proficient	17	100.0	53.3	40.0	6.7	N/A	6.7	15.5
Non-limited English proficient	200	100.0	18.3	42.2	27.2	12.2	39.4	15.5
Socio-Economic Status								
Subsidized meals	113	100.0	34.0	46.8	12.8	6.4	19.1	15.5
Full-pay meals	104	100.0	8.9	37.6	37.6	15.8	53.5	15.5

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	67	N/A	15.2	51.5	30.3	3.0	33.3
	Grade 4	65	N/A	9.7	51.6	35.5	3.2	38.7
	Grade 5	71	N/A	27.1	55.7	17.1	N/A	17.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	70	100.0	25.0	39.1	31.3	4.7	35.9
	Grade 4	73	98.6	40.6	31.3	23.4	4.7	28.1
	Grade 5	74	98.6	15.4	49.2	32.3	3.1	35.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	67	N/A	15.2	45.5	28.8	10.6	39.4
	Grade 4	65	N/A	20.6	38.1	20.6	20.6	41.3
	Grade 5	71	N/A	27.1	51.4	14.3	7.1	21.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	70	100.0	21.9	39.1	25.0	14.1	39.1
	Grade 4	73	100.0	21.5	46.2	21.5	10.8	32.3
	Grade 5	74	100.0	19.7	40.9	30.3	9.1	39.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 400)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.9%	Down from 2.3%	3.1%	2.4%
Attendance rate	97.2%	Up from 97.0%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.2%	Up from 13.8%	17.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.2%	Down from 9.7%	8.7%	8.0%
Older than usual for grade	0.3%	Down from 0.8%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	71.0%	Down from 73.5%	49.1%	50.0%
Continuing contract teachers	93.5%	Down from 94.1%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.2%	Down from 91.4%	87.7%	86.2%
Teacher attendance rate	96.4%	Up from 95.0%	95.6%	95.3%
Average teacher salary	\$44,469	Up 2.5%	\$40,044	\$39,909
Prof. development days/teacher	15.2 days	Up from 12.7 days	11.4 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	18.4 to 1	Up from 16.7 to 1	19.2 to 1	18.9 to 1
Prime instructional time	92.1%	Up from 91.0%	90.2%	89.7%
Dollars spent per pupil*	\$6,601	Down 0.2%	\$5,789	\$5,892
Percent spent on teacher salaries*	65.9%	Up from 64.5%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Central Elementary is a K4-Grade 5 Title I School that is successfully serving a diverse population of 430 students through a dedicated faculty/staff, excellent programs, a strong SIC/PTO Organization, parent support, and excellent community, business, and university partnerships. The 2002-2003 school year brought new programs, new partnerships, improved facilities, and new heights of academic success as we saw the "Cougars Climb to Success at CES!" Some of the accomplishments for 2002-03 are highlighted as follows. The faculty/staff completed a Ten-Year Accreditation Study and School Improvement Plan in preparation for evaluation by a Peer Review Team from the Accrediting Association. The team conducted a review of all programs/personnel/standards and gave high commendations to our school for continued accreditation! Students showed an increase in academic achievement and in the number meeting standards for promotion. Six students placed in the regional science fair, one qualified for state geography bee, and students continued to excel in music, art, PE, and chess competitions. Gov. Sanford honored a student for outstanding citizenship and service. Students were recognized for exhibiting outstanding character traits through a "Character Watch Program." Students showed "Cougars Care" through Pennies for Patients, Country Santa, and Community Can Campaign. They demonstrated patriotism through projects to support the troops. Students joined the Jr. Police Academy offered by the SRO to promote good citizenship and responsible behavior. Kiwanis K-Club provided an opportunity to develop leadership skills, self-esteem, and respect for others. Universities provided tutors, SWU America Reads, CU football player mentors, and student interns. A Principal's Reading Challenge resulted in an increase of over 1000 books read and significant increase in the Accelerated Reader Program. Volunteers tutored/mentored students. Parent Write Night was inaugurated. The Authors in Residence Program was well received along with other artists. Mrs. Fields received a \$6000 EIA Grant to enrich the social studies curriculum. Twelve CES students recorded a CD of music for all SC teachers to use! Project Circuit made it possible to purchase technology for students/staff. Grants also funded ESOL Evening Classes and childcare at CES. The Faith Community sponsored programs for ESOL students. TCT Counselors were added to 4K. Wendy's and Pancho's sponsored CES nights to raise funds for school needs. "Trash to Treasure" initiated a partnership with the Town of Central promoting recycling awareness. New landscaping, murals, Retro-Fit Lighting and external lights provided a much better instructional environment and addressed safety concerns. This year brought challenges to CES with state/district budget cuts causing some programs and personnel to be cut. More than ever, we must work hand in hand with our parents, community, and business/university partners to best utilize all resources so that our Cougars can continue to "Climb to Success at CES"!

Sue J. Rickman, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.